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ABSTRACT

This publication summarizes the responses of reading teachers to a questionnaire about teaching reading in the secondary school. The information is divided into six sections. The first section lists components of a secondary reading program, describes current and proposed model secondary reading programs, and lists prospective secondary teachers' recommendations for a junior high school reading program. The following two sections describe instructional materials recommended by reading teachers and offer suggestions for motivating teenagers to read. A section on reading tests provides information about testing, describes the types of tests available, and lists tests recommended by teachers. A resource section provides brief annotations for articles on reading published in professional journals and for books, handbooks, and monographs, and it lists publications available or on loan from the Oregon Department of Education. The final section lists suggestions for helping content-area teachers learn how to select and obtain appropriate reading materials, identify and teach reading skills needed in particular subject areas, and influence student attitudes toward reading. The questionnaire is included. (GW)

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READING IN THE SECONDARY School 1977-78

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INTRODUCTION

What problems are secondary reading teachers encountering? How are they solving these problems? This publication summarizes some of the responses by reading teachers to questionnaires asking these two questions. The major problem areas identified were:

- What does a model secondary reading program look like?
- What reading instructional materials are really effective?
- How can you motivate teenagers to want to read?
- What reading tests are useful?
- What current teacher resources are available?
- How can you involve all teachers in reading instruction?

Most of the suggestions for solving these problems were rated as "sure fire" by at least one of the teachers polled. Annotations from professional sources have been added when applicable. Any other suggestions will be welcomed as this publication will be periodically updated.

For further information contact the Right to Read office at the Oregon Department of Education–378-8233.

Verne A. Duncan
State Superintendent
of Public Instruction

Information provided in this publication was taken mostly from responses to a questionnaire sent to reading teachers and specialists.

This information was compiled and reviewed by the following people:

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Reading in the Secondary School is the third in a series of reading publications.

Plan to Read
Reading Resources
Reading in the Secondary School

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WHAT DOES A MODEL SECONDARY READING PROGRAM LOOK LIKE?

Components of a Secondary Reading Program

A complete reading program will have provisions both for remediating reading problems and for developing the more advanced reading and study skills. The many equally effective ways designed by various districts to accomplish these two goals have characteristics in common.

1. Someone with authority takes an active responsibility for improving the reading program.
2. A reading specialist is available and has time allotted to work directly with staff members in all subject areas.
3. Reading goals, objectives, activities and resources have been developed by total staff in cooperation with feeder schools and community members.
4. Remedial classes are available and a good counseling system channels appropriate students to these classes.
5. Specific advanced reading/study skill development is included in required courses. Electives in specialized areas are also available for college-bound students.
6. Content area teachers include instruction in the reading skills peculiar to their subject.
7. Content area teachers provide instructional materials appropriate to the reading level of students in their classes.
8. Information about reading strengths and weaknesses of individual students is made available to their teachers and is used to adjust the instructional program.
9. The relationship of reading to the total communication process is emphasized in instruction.
10. An evaluation system has been developed to determine the effectiveness of the reading program and feedback from this system is used to make necessary revisions.
11. Provisions are made for staff in-service based on needs identified by staff.

Examples of Model Secondary Reading Programs

Numerous secondary school reading programs in Oregon can serve as exemplary models of components of a total program. An example of a well-developed special program for students needing additional reading help to succeed in school is the Upstairs School developed under ESEA Title I and validated by the Dissemination Review Panel of the U.S. Office of Education. A description of the program follows:

Project: Upstairs School

Description

The program's main goal since 1970 has been to improve the reading ability of educationally disadvantaged students. This includes "taking the student from where he is" to grade level. Our objective has been to demonstrate growth in reading comprehension and vocabulary with a minimum improvement expectation of .8 per year's growth in reading ability for each year of instruction. Improving student self-concept and self-confidence is another important goal.

Incoming 9th grade classes at Roosevelt have consistently been among the "bottom" two or three in the Portland School District in reading skills. Thus, over one-third of the student body is two or more years below its chronological grade level. Classroom teaching for this special program includes an open space classroom divided into five teaching stations plus a central lounge area for individualized interest reading. All students in the program use this classroom for one 50-minute period each day. They are then programmed into either regular or special classes as needed for the rest of the day.

During the 50-minute period spent in open space classrooms, students receive sound training in spelling, penmanship, creative writing, dictation, vocabulary expansion, and reading aloud. Students enter and/or leave and/or return depending upon individual need. An atmosphere of concern, and loving care for each student enrolled is unique to the program. Since the inception of the program, remedial math, remedial English and remedial social studies have been added. These additions have created a school within a school and the "Upstairs School" is now an alternative school in every sense of the term. In-service classes for the teaching staff are held for the entire nine-month period. Although dissemination funds are not currently available, it is possible that these will be requested in the future.

Materials Used

Mastery Teaching Method is successfully used with a variety of reading materials including linguistic materials, basic reading series, magazines and newspapers. All textbooks are phonetics-oriented. Special-interest books are low-vocabulary. In addition, many teacher-developed materials are used.

Descriptors

Remedial Reading
Individualized Instruction
Pupil Motivation
Pupil Involvement

ESEA Title I

Target Audience

High school students reading two or more years below grade level.

Financial Requirement

Title I funding averages $250 per student with the district providing the usual support services of space, maintenance, supplies and supervision. District further supports the program by financing English, math and social studies program.

Program Evaluation

The CTBS is given each spring to all program participants. Gains in both reading and language arts have been greater than goals set by program.

Services Available

Awareness materials are available; visitors are welcome by appointment; training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs); training may be conducted out-of-state (exemplary project staff costs must be paid for); project staff can attend out-of-state conferences (expenses must be paid).

Contact

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United States Office of Education (USOE), Joint Dissemination Review Panel (JDRP) Approval:
4/4–5/73
JDRP Number: 30

Project:

Reading Power for Madison Students
Portland Public Schools
Portland, OR 97220

Reading Power for Madison Students (RPMS) is a cooperative effort of English, social studies and a communications lab staff to improve critical reading, thinking and problem-solving skills. A more detailed description follows:

Target Group:

Grade 9

Subject Field:

English/social studies

Products:

Operation Handbook
Instructional Materials
Evaluation Reports

Innovative Strategies:

Diagnosis and prescription
Skill profiles
Activity learning
Community service projects
Interdisciplinary approach
Learning packages
Multimedia instruction
Student participation
Student self-evaluation
Tutorial program
Team teaching

Evaluation Strategies:

RPMS profile tests
Standardized tests
Observation
Activity logs
Attitude surveys

Abstract:

Reading Power for Madison Students teaches critical reading, thinking and problem-solving skills to help ninth graders become better learners. This is done in the following ways

—Competency tests measure entry skills and improvement.

—Competency profiles are used to chart entry levels and improvement.

—Project materials and methods help students learn in their own ways, at their own rates.

Goals:

The project purpose is to help all ninth graders perform skills at increased levels of difficulty, regardless of skill levels achieved during prior school years.

Evaluation:

The 1975-76 evaluation focused on student performance at the validation site. Statistically significant comprehension growth was achieved at Marshall High School.

The RPMS Final Evaluation Report for 1975-76 is available from the Evaluation Department, Portland Public Schools.

Procedures:

The 450 freshmen enroll in a two-period block English/social studies course that meets daily. The four phases of the course correspond to the four quarters of the school year. These phases are Experience and Exploration, Demonstration and Application of Reading Skills, Critical Thinking and Problem-solving, and Evaluation and Independent Learning.

Seven teachers work in teams of two to three. They diagnose entry skill levels and work closely with the communications lab to prescribe learning activities appropriate for each student.

A competency profile is developed for each student. These profiles are used to chart entry skill levels and progress in nine basic reading skills and prescribe learning activities.

Students may be involved in independent study, small-group discussions, class-size activities, or large-group presentations. A communications lab is an integral part of RPMS. All students leave their English/social studies classrooms during regularly scheduled times to work in the lab. There they work with the associate teachers—thirty juniors and seniors trained to work with ninth graders. These associate teachers enroll in a daily two-period class. During the first period they receive training in the teaching of reading, they serve as tutors in the lab during the second period. Associate teachers receive two credits for their work—one in English and one in associate teaching.

RPMS teachers participate in training workshops and regular monthly meetings conducted throughout the school year.

Costs:

Costs are for teacher salaries, a reading lab aide, and instructional materials.

Source of Developmental Funds:

Federal (ESEA Title III) and local RPMS is now totally supported by Portland Public Schools.

Materials Available:

(1) RPMS resource units for teacher use:

Poetry
Perception
Culture
Mythology
Drama
Island
Composition
Futuristics
Youth Faces the Law
Art of the Film
Psychology of Self
Geography Fundamentals

(2) Activity-idea sheets. Among those available are:

UN Book
Novel, Novel Ideas
Thinking Activities
Beginnings
A Color Collage

(3) Class Pacs (individualized skill-building packages)

Words in Context
Word Knowledge
Main Idea
Details
Inference
Point of View
Fact and Opinion

(4) Evaluation Instruments

RPMS Competency Profile
RPMS Competency Profile Tests

(5) RPMS Operation Handbook

Contact Person:

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RPMS Project
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Proposed Models of Reading Comprehension Programs

Two programs that have recently been selected to receive funding under Title IV, Part C, are designed to provide demonstrations of effective reading comprehension programs that involve the content area teachers.

Junction City proposes the following strategies to accomplish these goals.

1. Identify and classify reading skills which are necessary for effective reading of content subjects. Prepare tests which will find the competency of the students in each of these reading skills.

2. Gather and design materials which the teachers can use to teach these skills as they teach their content subjects.

3. Share the test results with the students; design materials which the students can use to help themselves.

4. Plan a referral system and a diagnostic and prescriptive treatment program for those students who have evidence of learning disabilities.

Fossil Public Schools propose to strengthen the comprehension component of the K-12 program by three steps.

1. Deemphasize phonics and oral reading in the current reading program while maintaining its strength.

2. Provide comprehension skills, instruction and practice based on the Croft Reading Comprehension Skills learning model.

3. Introduce the teaching and learning of reading and study skills as an integrated part of the regular content area instruction.

Information about other effective practices in Oregon schools is being compiled in the Right to Read office at the Oregon Department of Education. Descriptions of additional recommended programs will be welcomed.

Prospective Secondary Teachers' Perception of a Reading Program

Teacher training institutions are now including a reading course for all prospective secondary teachers. This course usually includes a discussion of the structure of a secondary reading program, including the role of content area teachers. An excerpt from a paper developed in one of Karl Hesse's classes at the University of Oregon illustrates one group of prospective teachers' perceptions of the components of a junior high school reading program.

Crossroads Junior High School Reading Committee makes the following recommendations for the reading program:

1. A READING COMMITTEE—The committee should establish a one-to-one relationship with instructors of the school to discuss improvements in reading for their specific field of study. In addition, the committee members will act as a liaison between the reading instructors and the different subject areas.

2. A READING COORDINATOR—A reading coordinator should be hired as a full-time staff member by the school, as well as an assistant reading teacher's aide, for purposes of teaching basic reading and developing the program throughout the school. The social worker and speech correctionist should work on a close basis with the reading teacher in implementing individualized reading skills, family and personal counseling and specific speech and reading therapy. Both will be working on a part-time basis with the school and other school districts. The reading material used for the reading class will be chosen by the reading teacher in addition to supplemental reading material provided by the school library. The librarian will work with the reading teacher in supplementing reading material as well as media. Additional readings may be brought in by use of a district exchange program and/or book loan program.

3. A BUDDY SYSTEM TUTORIAL—Ninth grade students may enroll to teach reading to seventh or eighth graders under the supervision of the reading coordinator.

4. STRUCTURED READING—A course directed at skill development. This course would be led by the reading coordinator, and would be tailored to meet individual student's needs. Two reading aides, noncertified personnel trained by the coordinator, will help.

5. RECREATIONAL READING—An opportunity for students to pursue their own reading interests. Students will pass the course by making a contract with the supervising teacher and reporting minimally on their reading.

6. READING REVIEW BOARD—A project in which students read and react to books, making recommendations for purchases and publishing book reviews in the school newspaper. This course would be open for student enrollment, but teachers would be asked to recruit influential students. The course will also be led by the reading coordinator. In addition to the two classes, the reading

coordinator will do team teaching in selected classes, helping the teachers in preparing students for their reading materials, teaching reading skills which may be profitably used in specific lessons, and identifying individual students' special needs. The aides would be employed in meeting the needs of the students as identified.

7. THE FACULTY—The committee will continually work on drawing input from the faculty, mostly on an informal basis. There must be an effort to incorporate ideas from outside the committee and to give feedback to the staff; for particular tasks and projects staff outside the committee will be involved whenever possible. Much can be done to set a climate that will encourage reading. In the school itself, a faculty lending library should be set up. In-service training should be provided by the reading coordinator or someone from outside the school system to set out the basic ideas and to promote the philosophy of a full-school approach to the teaching of reading. An incentive system to encourage teachers to take reading instruction courses should be employed—for example, reading instruction courses should be counted double toward salary increments. Also an effort should be made to make the library a comfortable place to be—casual decor—perhaps bean bag chairs.

8. THE COMMUNITY—We recommend that the school administration work with the county, city and state governments to arrange access to library materials. The committee will work to identify any community resources and facilities which may be applied to the task of improving reading. Reading should be emphasized in PTA meetings, especially the adult modeling aspect. PTA involvement could include financing book purchases, creating a parents' reading group, and creating a group of volunteer reading assistants. Churches and businesses could be contacted to devise ways of setting a climate that encourages reading. If needed, the Reading Committee should engage in a community outreach program to sell its proposed program and enlist support at the polls.

Considering the size and budget of our specific school, many alternatives for possible improvement in the program have not been introduced. This option should be left open at all times if the opportunity should arise.

HIGHLY EFFECTIVE
READING INSTRUCTIONAL MATERIALS

Each of the materials listed on the following chart was recommended by at least one reading teacher in the state. To assist other people in selecting those materials appropriate to their program a brief annotation about each item, the recommended uses, and approximate interest and difficulty levels are provided. If this information was not provided by the recommending teacher, descriptions were obtained from the following sources:

Oregon State Textbook Commission. *Briefs for 1974 Language Art Adoption.* Salem, Oregon: the Oregon Department of Education, 4 pp. (mimeo).

State Adopted Textbooks for Oregon Schools. Circular No. 3 of State-Adopted Textbooks for Oregon Schools in the subject areas of Language Arts, 1975-81. Salem, Oregon: the Oregon Department of Education, 1974, 92 pp.

Publishers' Trade Catalogues

Stauffer, Hilda, compiler, "New Materials on the Market." *Journal of Reading.* 18:395-404, February 1975; 19:392-403, February 1976; 20:404-421, February 1977.

Teaching Reading In South Carolina Secondary Schools. Curriculum Planning Guide of the State Superintendent of Education of South Carolina. Columbia, South Carolina: South Carolina State Department of Education, 1969, 132 pp.

So You Want To Start a Reading Skills Center For Secondary Students . . . Planning Guide compiled by the Curriculum and Instruction Division of the Superintendent of Public Instruction of Washington. Olympia, Washington: Washington State Department of Public Instruction, August 1975, 144 pp.

Key to the symbols under the *Use* column in the following charts:

C	–	Comprehension	RC	–	Reading in Content Area
DA	–	Discrimination, Auditory	RD	–	Reading Development
D	–	Decoding	RM	–	Reading Motivation
DV	–	Discrimination, Visual	RP	–	Reading for Pleasure
HW	–	Hand Writing	RR	–	Reading Remedial
IE	–	Instructional Equipment	SP	–	Spelling
L	–	Listening	SS	–	Study Skills
R	–	Rate	V	–	Vocabulary
			W	–	Writing

Teacher Recommended Materials

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Addison-Wesley 2725 Sand Hill Road Menlo Park, CA 94025	**Kaleidoscope Readers**	RR D VC SS	Contemporary content revolving around teenagers and adults. Eight titles, workbooks. Flexible, adaptable with additional aids for teachers.	7-12	2-9
Allyn & Bacon Ralston Park Belmont, CA 94002	**Breakthrough Series** 14 titles	RR V C RM	Paperbacks of interest for older students with reading problems. Teacher's guide and spirit masters.	7-12	2-8
Barnell Loft 958 Church Street Baldwin, NY 11510	**Incredible Series** **Picto-Cabulary Sets 111-222** **Specific Skills Series** (adv.) **Supportive Reading Skills** (7 titles)	C V	Material designed to develop comprehension and/or vocabulary. Many levels available, nonconsumable.	5-9 5-9 7-9 5-9	5-9 7-9
Bell & Howell 7100 McCormick Road Chicago, IL 60645	**Language Master Instructional Device** (card reader)	IE	Modified tape recorder/player using prerecorded and printed cards, blank cards available.		
Bell & Howell	**The Star Program**	RR L S W V	Language Master Program of prerecorded cards using science experiments as vehicle for teaching reading skills (for use with card reader)	7-10	varies
Bell & Howell	**Vocabulary Builder Program** Set 1: Basic High School Vocab. Set 2: Intermediate High School Vocab. Set 3: Advanced High Vocab.	RD L SS V	Vocabulary development for the able student in high school (for use with card reader).	9-12	9-10 10-12 12-14
Bell & Howell	**Vocabulary Master Programs** 6 sets	RR V	300 most misused words presented in context. Use, pronunciation and spelling noted (for use with card reader).	7-12	5-8

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Benefic Press 10300 West Roosevelt Rd. Westchester, IL 60153	**Now Age Illustrated**	RR RP V	Paperback format. Kit of 24 titles (3 each). 1 tablet of classroom exercise materials for each paperback. 24 color posters. Books may be ordered separately. Vocabulary based on Dale-Chall list.	5-12	4-6
Bomar P.O. Box 5225 Glendale, CA 91201	**Reading Incentive Language Program** 20 titles	RR RM V L	Oral-aural approach using filmstrips, cassettes, paperbacks, spirit master, worksheets and teacher's guide. Books available singly or in reading kits containing multiple copies. Also available in Spanish editions.	7-12	Low
The Continental Press, Inc. Elizabethtown, PA 17022	**Reading, Step by Step**	RD RR DA DV D V	Boxed liquid duplicating masters. Kit B includes ten units from initial and final consonants to syllabication plus plurals and endings. Pre- and post-test for each unit. Teacher manual.	3-6	1-4
Curriculum Associates, Inc. 94 Bridge Street Newton, MA 02158	**Reading as Thinking—Paragraph Comprehension**	SS DA RD RM C V	Boxed kit with teacher resource material.	6-12	4-9
E-B Press A Division of Englemann-Becker Corp Eugene, OR 97403	**Corrective Reading Program**	RR D	A 155-lesson program designed for mastery of decoding skills for students who have been exposed to sight words but are unable to decode and spell. Requires teacher in-service.	7-12	Primary
Economy Company 1901 N. Walnut P.O. Box 25308 Oklahoma City, OK 73125	**Continuous Progress in Spelling**	SS V D	Sixteen-level individualized program (partner study). Placement tests. Student study manual. Kit of 4,800 words which research has shown make up 98 percent of the words children and most adults use in writing. Spache formula used. Language arts skills extension.		2-9

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Educational Developmental Laboratories, Inc. Div. of McGraw-Hill Huntington, NY 11743	**Aud-X Basic Word Attack**	RR V D	Thirty complete sight-sound lessons. Introduction to word-attack skills for older students. Drill and practice provided.	4-adult	2
EDL	**Aud-X Sight Words** AA-CA	RR V D	Thirty complete sight-sound lessons. Continuation of word attack skills for older students. Drill and practice provided.	5-adult	3
EDL	**Comprehension Power Filmstrip Sets**	RR C DV RD SS	Filmstrips on comprehension power paragraphs and sentences. Skills of recall, association, interpretation and evaluation.	7-12	3-6
EDL	**Controlled Reader Processing Set** AA-CA	RR V R C	Sight vocabulary training. Thirty filmstrips in each set. Has study guide to be used with the Controlled Reader. Equipped with processing motor.	7-adult	1-3
EDL	**Controlled Reader Story Sets** AA-CA DA-FA – Reading 300 GA-HA – Reading 300	RR R C	Visual coordination and rate training. Thirty filmstrips and a study guide for each level to be used with the Controlled Reader.	7-adult 7-adult 7-adult	1-3 4-6 7-9
EDL	**Flash-X** Tachistoscope	IE	Round, metal, hand-operated tachistoscope for exposing numbers, letters and words at 1/25 seconds. Can be used individually or with small groups of 3-5 students. Inexpensive item. Includes instructional cards.	1-12	
EDL	**Go** AA-CA DA-FA – Reading 300	RR C V	Independent reading. Thirty stories at each level. Uses workbook format.	7-adult 7-adult	1-3 4-6

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Educational Developmental Laboratories, Inc. Div. of McGraw-Hill Huntington, NY 11743	Listening Programs Listen DA Listen & Read EA Listen & Write FA	RD RR L C W	Listening, reading and writing skills combined. Fifteen stories at each level in a student lesson book.	7-adult	 4 5 6
Engelmann-Becker Press Eugene, OR 97401	Morphographic Spelling	V S RR	Designed for low achievers. Programmed spelling that teaches students how to spell most words on Dolche and other lists. Repetitive. Student workbooks.	– –	1-8
E & R Development Co. Vandalea Road Jacksonville, IL 62650	Phase Three	RM C SS V	50-book set. Hi-interest, low vocabulary.	9-12	5-7
ERS 210 Route 17 Mahwak, N.J. 07430	Hot Wheels	RR	29 books in a set. Hi-interest, low vocabulary.	7-12	Will vary
ERS	Troll Jam Sessions	SS RR C V DA	Reading modules. Ten easy to read books-cassette tapes follow books word for word; colorful sound filmstrip plus spirit masters.	9-12	Will vary
Educational Systems, Inc. 1101 SE Salmon Street Portland, OR 97214	Systems 80 Borg Warner	RR DA DV L D RC	A-V machine with learning kits, records and tests. Two parallel programs; basic and applied phonics.	1-6 7-9 Remedial	K-5
Follett Pub. Co. 1010 W Washington Blvd. Chicago, IL 60607	3140 Important Words	SP W	Mastery Review books for spelling and writing pattern series. Paper edition non-consumable, cloth edition.	7-12	2-6

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Globe Book Co. 175 Fifth Avenue New York, NY 10010	World of Vocabulary	RR V	Workbook format with many photographs illustrating expository, high-interest material.	7-12	3-8
Glossop and Dunlop New York, NY 10010	Tempo Books	RP RM	Kit of 30 books—3 titles each. Stories based on Happy Days and the Fonz.	7-12	4-5
Grolier Educational Corp. 845 Third Avenue New York, NY 10022	Reading Attainment System 1 System 2	RR RM D C V	Reading selections, skills and answer keys (kits).	7-12	 3-4 5-6
Harcourt, Brace Jovanovich 757 3rd Avenue New York, NY 10017	Vocabulary Improvement Practice	V S	Boxed program of 160 cards, 4 sets of 40 cards. Set A-C average ability; challenge cards above average. Independently paced and self-correction.	4-6	4-8
Holt, Rinehart and Winston, Inc. 383 Madison Avenue New York, NY 10017	Impact	W, L DV, C RM RP V	Developed for culturally deprived, turned-off students. Paperbound anthologies feature outstanding literature with a unit theme. Twelve-inch LP with each anthology.	7-12	7-9
Houghton Mifflin Co. Educational Division 110 Tremont Street Boston, MA 02107	*How to Study in College* Walter Pauk	SS	Book that can be used for lecturing or as a student resource.		11-12
Jamestown Press PO Box 6743 Providence, R.I. 02904	Essential Skills Series	C SS V	Each booklet contains 25 passages with 6 questions following each passage. Two booklets per grade level available. Books sold singly or in sets.	3-12	3-12

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Jamestown Press P.O. Box 6743 Providence, R.I. 02904	**Essential Skills Series**	C SS V	Each booklet contains 25 passages with 6 questions following each passage. 2 booklets per grade level available. Books sold singly or in sets.	3-12	3-12
Leswing Press 750 Adrian Way San Rafael, CA 94903	**Fast Wheels**	RP RM	4 cassette-tape stories. (3 on cars, 1 on motorcycles.) Also available are novel format stories using same characters to broaden stories. Excellent for char. er development.	6-12	5
Lyons and Carnahan 407 E 25th Street Chicago, IL 60616	**The New Phonics We Use**	RR RD SS DA DV V	Program is built on spiral. Organization and discovery approach to learning. Word-analysis skills are developed. Dictionary, word meaning in last part of series.	1-8	1-6
Charles E. Merrill Publishing Co. 1300 Alum Creek Drive Columbus, OH 43216	**Really Reading!**	C SS V	Workbook and teacher resources.	7-12	6-9
New Readers Press Division of Laubach Literacy, Inc. Box 131 Syracuse, NY 13210	**The New Streamlined English Series** Many titles **Laubach Literacy Method**	RR HW Dec C RC	Material designed for tutoring the nonreader. Skills workbooks, tests, pamphlets, puzzles and novelettes are included.	9-adult	0-3
Noble & Noble Publishers 1 Dag Hammarskjold Plaza New York, NY 10017	**Springboards** (Life Science Program)	RC RM C	Boxed kit (20 copies of 20 titles) Newspaper format, photographs, large type.	7-12	3-8
Prentice-Hall Englewood Cliffs, N.J. 07632	**Be a Better Reader** Levels A, B, C Levels I, II, III, IV	RD RR C SS RC	Workbook format to teach specialized skills in the content areas.	7-12	7-12

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Prentice-Hall Englewood Cliffs, N.J. 07632	**Phoenix Reading Series** Levels A, B, C 5 titles each level	RR Dec S C V	Designed to reteach reluctant readers. Non-fiction selections illustrated with photographs—texts (hardback and paper), workbooks, teacher's guide, duplication masters and tests.	7-9	2-4
Reader's Digest Services, Inc. Pleasantville, NY 10570	**"Point 31" Corrective Reading Center**	RR SS DA DV C	Kit-individualized programs that build comprehension and sequential skills beginning with basic phonics at the decoding level. Placement test with post-tests. Contemporary activity books for independent work. (Complex vocabulary.)	6-12	0-4.9
Reader's Digest	**Reader's Digest Skill Builders** 24 books	RD C R	Real-life content with work analysis and comprehension exercises.	7-12+	4-9 2-8
Scholastic Book Services 904 Sylvan Avenue Englewood Cliffs, N.J. 07632	**Action Libraries** Levels I, II, III, IV 5 titles each	RR RP V	Each library contains four copies of five titles of mature content. Ditto masters for skills.	7-12	2-4
Scholastic	**Action Program** Units I, II, III	RR Dec V W	Books, records and posters using contemporary content. Includes word attack skills on spirit masters.	7-10	2-5
Scholastic	**American Adventures** 4 titles	RR L RC	A multimedia program designed to teach social studies content and reading skills together. Correlated filmstrips and cassettes are available.	7-12	4-6
Scholastic	**Contact**	C, L RC, RD W, RR SP	Adaptable to mini-course, year-round program or could be used as teaching modules, 36 anthologies, record or sound/filmstrip, posters and logbook. Student values stressed.	8-12	4-6

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Scholastic Book Service 904 Sylvan Avenue Englewood Cliffs, N.J. 07632	**Double Action** Units I, II, III	RR D V C W	Same as **Action** listed above.	7-12	3-5
Scholastic	**Go** 5 titles Level 7	RR DC C RC	Workbooks, ditto masters and teacher's guide for use with the below level reader. Language arts, social studies, science and math included in the content.	7-12	2-7.5
Scholastic	**Paperback Libraries** Grade 7 Grade 8	RP RR RM	50 titles in each library.	7-12 7-12	range range
Scholastic	**Reluctant Readers Libraries** Junior Library A Junior Library B Senior Library A	RP RR RM	Two copies of 25 titles in each library. Teacher's guide included.	7-9 7-9 7-12 7-12	3-7 3-7 4-8 4-8
Scholastic	**3 Scope/Skills** 10 titles	RR D C V R SS	Workbooks of puzzles, contemporary stories, etc. One title for career education.	7-12	4-6
Scholastic	**Scope/Visuals** 6 titles	C D	Transparencies, crossword puzzles.	7-12	4-6
Scholastic	**Sprint Library** Level 3 5 titles	RR D C	Four copies of each title with ditto masters and teacher's guide.	7-8	3-3.4
	Level 4 5 titles	RR D C	Same as above.	7-8	3.5-4

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Science Research Associates, Inc. 259 E Erie Street Chicago, IL 60611	**Better Reading Books** Book 1 Book 2 Book 3	C R	Designed to develop reading speed with comprehension. Reading progress folder and teacher's guide. Each 90-page book contains 20 selections. Wide reading level span.	7-12	5-6.9 7-8.9 9-10.9
SRA	**Corrective Reading Program** (CRP) 3 titles	RR D SP V C	Consumable workbooks, placement tests and teacher's manual. Uses teacher-student contract technique.	7-12	0-6
SRA	**Reading Laboratories** Kit III a Kit III b	C R SS	Skill-building materials to provide for many abilities found within a single classroom.	7-12 7-12 9-12	3.5-11 5-12 8-14
SRA	**Reading for Understanding** General	RD C	Diagnostic approach to interpretive teaching skills.	7-12 8-12	5-12+ 6-12+
Scott Foresman & Co. 1900 East Lake Avenue Glenview, IL 60025	**ACE Program** Levels 301, 302 Levels 401, 402	RR H SP C V SS	Designed for the secondary student with deficiencies in all of the language arts.	7-10 8-11 9-12	4-6 4-6 6-7
Scott Foresman	**How to Series**	SS	How to Read the Sciences How to Read the Social Sciences How to Read the Humanities (Use as reinforcement to SQ3R method)		11-12
Scott Foresman	**Tactics in Reading** A & B (gr. 7 & 8) I & II (gr. 9 & 10) III (gr. 11)	RD C V R	Diagnostic and evaluative tests for prescriptive teaching. Tactics I and II available in kit or workbook format, others workbook only. Teacher's manual	6-10 7-12 9-12	6-8 8-9 10

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Sunburst Communications Pleasantville, NY 10570	**High Interest/Low Readability Activity Program**	RR C	Hi Low Set II. 25 paperback books. 25 student activity cards. 25 teacher guides—includes synopsis of each story and activity card answers.	6-12	4-6
Sundance Paperback Distributers 550 Newtown Road Littleton, MA 01460	**Literature for Young Adults**	RM RP	Catalogue with a large selection of high interest/low vocabulary books.	7-12	4-5
Teachers P.O. Box 398 Manhattan Beach, CA 90266	**Super Dictionary Unit**	SP SS V W	Workbook format designed to tear apart. Interesting section headings such as Potpourri, Slang Terms, Foreign Foods, Slang Words and Archaic Words.	7-8	7-8
Troll Associates 320 Route 17 Mahwah, NJ 07430	**Sports Action Skill Kits**	C V	Variety of titles. A-V visual kits. Teacher resources available.	7-12	4-6
Troll Associates	**Troll Jam Sessions**	C, V DA RR	Ten easy-to-read books with cassette tapes, filmstrips.	7-12	
George Wahn Pub. Co. 5 State Street Ann Arbor, MI 48108	**Remedial Reading Drills** (Hegge, Kirk & Kirk)	VC SS RR	A four-part basic phonic system to be used in conjunction with other programs such as Ethna Reid. General review after each part. Fourth section has supplementary skills. (inexpensive).	5-7	1-4
Webster/McGraw-Hill 330 West 42nd Street New York, NY 10036	**The Magic World of Dr. Spello**	SP D HW	Reviews and presents systematic practice in early decoding skills, word analysis, and spelling.	7-12	2-5

Publisher/Address	Title of Material	Use	Description	Approx. Interest Level	Approx. Difficulty Level
Webster/McGraw-Hill 330 West 42nd Street New York, NY 10036	**Reading for Concepts** (Liddle)	RR RD C SS RC	Short reading selections providing immediate response and feedback. Sequential skill development. Reading tape cassettes available for first four levels. Student progress chart in each book.	4-12	1.9-6.4
Webster/McGraw-Hill	**Reading Incentive Series** 5 titles	RR RP	Exciting books written for pleasure—reading—no tests or exercises included.	7-9	3-7
Webster/McGraw-Hill	**Reading Shelf 1 and 2** 19 titles	RR RP	Adaptations of well-known books for the poor reader.	7-adult	4.5-7.5
Webster/McGraw-Hill	**Troubleshoot Language Series**	RR SS V RD W SP	Workbooks stress consonant and vowel sounds, dictionary skills, sentence building and paragraph writing, punctuation.	7-adult	4.5-7.5
Webster/McGraw-Hill Trade Order Services 9171 Redwood Highway Novato, CA 94947	**Listening & Notetaking** **Skimming & Scanning** **Improvement**	L SS RC W	Books and three audiotapes for teaching skills.		11-12
Xerox Education Publication Box 1195 Columbus, OH 43216	**Know Your World**	RR	Current events weekly newspaper.	4-12	2-3
Xerox	**Pal Paperbacks** Kits A, B	RM RP	Paperbacks. Adventure and sports stories. May be purchased separately or in kit form which includes poster, teacher's guide and storage. Color coded for difficulty level.	4-12	1.5-5.5
Young Readers Press 1 West 39th Street New York, NY 10018	**Raceway Paperbacks** 6 titles	RM RP	Contemporary subject matter including racing, drugs, athletics. Teacher's guide, posters, display rack.	8-12	3.5-4.5

HOW CAN YOU MOTIVATE TEENAGERS TO WANT TO READ?

Teachers responded to the request for "sure fire" motivational hints with a variety of useful ideas. The suggestions centered around teacher-student classroom environment planning, positive reinforcement, instructional methods, and high interest materials and activities.

Teacher-Student Planning

1. Many teachers indicated that students do not realize what is expected of them in the reading courses. It was recommended that planning course objectives, lessons and selection of reading materials be a coordinated effort between teacher and student and done at the very beginning of the reading course.

2. The program should be structured to assure success and have a fast paced, varied format to maintain interest level.

3. Insure availability and access of books at students' ability level.

4. Establish many varied opportunities to read (for credit/enjoyment).

5. Allow students to choose materials according to the results of an interest inventory.

Classroom Environment

1. Establish a warm, supportive relationship with the students.

2. Build student self-image by trust and love.

3. Provide a pleasurable, relaxing atmosphere for reading.

Positive Reinforcement—Point/Reward Systems

1. Supply feedback by checking and responding to student input immediately.

2. Motivate students to work and learn by using any type of positive reinforcement that works.

3. Use "pay" in the form of play money—later redeemable at a country store.

4. Grade on a point system. If a student makes 20 points daily or 900 points during the nine weeks, he can earn an A. Daily listen to students read orally and make flash cards of words they need to learn. When they get a stack of 25 cards (on both sides) and can say these words correctly and rapidly, give them 20 bonus points. Every three weeks post a "Top Ten List" and give a treat for those whose names appear on the list. Those who earn the most points could get their names put on the wall under "Top Ten of the Week." Honors could also be given for "Top Day" and "Top Week Overall."

5. Students earn points for each page they read, and the first and second place winners receive prizes after four weeks of competition. Others use their points to bid on auction items: candy, pencils, erasers and auto part stickers (given away free at parts stores).

6. Individual contracts work well with grades four and up. Weekly and even monthly reinforcers (such as a movie at the end of the month) along with grades motivate students.

7. About once every two or three weeks, if classes have been working hard, students are allowed to play Scrabble one class period. The winner of the game in each group (grouped according to ability) gets a certain number of extra credit points for that day.

Suggested Activities and Instructional Methods

1. Supply high interest–low vocabulary materials and any other reading instructional materials that work. (Commercial products suggested are included in the bibliography in the effective reading instructional material section.)

2. Provide, develop and use reading and vocabulary games such as crossword puzzles and Scrabble.

3. Acquire and practice with relevant materials such as job applications, post office blanks (change of address, money orders, shipping slips, damage claims and food stamps) and bank forms (checks, deposit slips, account applications and withdrawal slips), to teach necessary everyday skills.

4. Develop pretests on electric boards.

5. Prepare lessons on tape: tachistoscope, reading pacers and other machines. Used discriminately and individually with certain students, they add interest and provide variety which seems to have a motivating effect.

6. Help students read textbooks in subject areas by having students read aloud from texts.

7. Use *Classics Illustrated* (comic book classics), for book reports.

8. Utilize the driver's manual.

9. Play a game similar to High Q or College Bowl to strengthen skills.

10. Read plays from television and videotape them.

11. Let students make up their own skill-related bulletin boards.

12. Do assignments in a buddy or partner system where responsibilities are split but equal.

13. Reinforce social contact and boost self-concept with group games.

14. Assign activities where students can work together, divide into teams and keep score for right answers.

15. Make anything into a game format.

16. Use a language experience approach for poor or nonreaders: tape record experience as given by student and type it triple space. Read the story with the student. Discover students' language pattern, word attack system and basic thought pattern.

17. Use a varied format: break each class into two or three parts but repeat everyday (i.e., spelling, worksheet, reading), or do one type (speed read tests) daily for one week or so. Junior high kids like the security of repetition although they appreciate variety.

18. Provide free reading time each day, if work is completed, to read magazines and newspapers. Very popular drag racing and hot rod magazines are literally worn out from reading.

WHAT READING TESTS ARE USEFUL?*

Information About Testing

Planning always begins with the search for information about the students who are to receive instruction. Group and individual assessment of reading achievement and interest may be the first step. The diagnosis of strengths and weaknesses that contribute to the student's present reading achievement level and the prescription of instruction that will build on those strengths and alleviate those weaknesses are essential steps in reading instruction. Both formal and informal diagnosis should be used. Teachers are limited only by their imagination in creating ways to assess and diagnose. Through the process of continual assessment and prescription will the student achieve the objectives of the instructional program in reading.

Each school district should develop a plan to measure the degree to which its program goals in reading are being met, and each teacher should develop a plan to measure the mastery of reading skills by each student. The underlying purpose of evaluation must be to serve the student.

Usually norm-referenced (standardized) reading tests are used when the purpose of evaluation is to compare the achievement of students in one program, class, school, district or state with another group of students. The results of such achievement tests are usually reported in percentiles or stanine scores. Criterion-referenced measures have entered the educational scene more recently. These tests are considered diagnostic. These measures are used to assess whether or not students can perform certain specified reading tasks.

Criterion-referenced measures do not replace norm-referenced tests. Both are important tools for teachers and serve different purposes. Criterion-referenced measures are most useful in making short-range instructional decisions, norm-referenced tests are most useful in comparing a student or class with others in a norm population. Teacher-made criterion-referenced measures can be useful to teachers in making decisions about how well their own instructional objectives are being met by their students.

Types of Tests Available

1. Norm-referenced tests—survey and diagnostic, i.e.
   a. Gates-MacGinitie
   b. Stanford Achievement
   c. Iowa Test of Basic Skills
   d. Comprehensive Test of Basic Skills
   e. Metropolitan Achievement Test
   f. Doren Diagnostic Reading Test
   g. Durrell Analysis of Reading Difficulty

2. Criterion-referenced tests, i.e.
   a. Wisconsin Design for Reading Skills Development
   b. Mastery tests developed by individual districts
   c. Tests which accompany some basal readers

3. Informal diagnosis
   a. I.R.I. is an informal reading inventory. The student is given passages to read orally and/or silently. These passages are on sequential levels of difficulty and begin at a point where the student can read successfully with ease. The teacher records any problems the student encounters and asks the student questions about the material read. The questions used to appraise comprehension should show a balance among factual, inferential and vocabulary-type questions. Since I.R.I.'s are

*Written by Donald Shutt, University of Oregon, Springfield Public Schools.

subjective, depend on the reading selections being used and the teacher's competency in reading and testing. Results are sometimes unreliable.

- Teacher-prepared I.R.I.—individual and group
- Commercially prepared tests
- Tests to accompany basal readers (i.e., Ginn, Houghton Mifflin, Macmillan)

4. Cloze Procedure

5. Teacher-made inventories
   a. Phonics Check Test—handout
   b. Do-It-Yourself Diagnostic Reading Tests—handout

If reading tests are to be used to measure specific reading skills, the following 10 questions should be fully answered before selecting any test:

- Is the test appropriate for the consumer's purposes?
- What does the test purport to measure?
- What do reviewers think it measures?
- What are the item content and style?
- Is the test a test of speed or of power?
- Does the test contain a correction for guessing?
- Does the structure of the items provide clues to the answers?
- Are there alternate forms? How well are they matched?
- What are the norm groups (kind, quality, characteristics)?
- Is the range wide enough (is there enough top and bottom)?

Hill, J.R., "What I Look For In a Review of a Scholastic Aptitude Test or Battery." ***Personnel & Guidance Journal***. 1964, 42 pp., 711-14.

If a teacher desires to get an accurate assessment of student achievement in reading, it is advisable to use a wide variety of reading measures including informal inventories, teacher observations and standardized tests.

Donald Shutt
University of Oregon
Springfield Public Schools

Teacher Recommended Tests

The following survey and diagnostic tests were recommended by teachers who responded to the Department's questionnaire that asked for the tests that worked best in their program.

1. Survey Tests

CTBS (Comprehensive Tests of Basic Skills)

Publisher: CTB/McGraw-Hill, Del Monte Research Park, Monterey, CA 93940

- Measures the level of attainment of language, number and problem-solving skills in reading, language, math, reference skills, science, and social studies.
- Grades 2.5-5, 4-6, 6-8, 8-12. Not timed.
- Reading scores include vocabulary (synonyms), comprehension (read and answer questions) and a total score. Scorable Booklet, IBM 1230, Digitek and SCOREZE are available.
- Four comparable forms available.
- Norms for local, national, large city and Catholic schools. Norms reported as percentiles, stanines, grade equivalents, and expanded standard scores.
- Has Examiner's Manual, the Test Coordinator's Handbook and the Technical Report.
- Instructions clear and easy to read. Format is uncrowded.
- Items are multiple choice.
- Each test item is classified according to process and content involved. More validity and reliability data are needed on this test.
- Teachers were involved in designing this test.
- Emphasizes using the tests to plan, evaluate and improve instruction and to help individual students learn.

Gates-MacGinitie Reading Tests

Publisher: Bureau of Publications, Teachers College, Columbia University, 525 West 120th Street, New York, NY 10027

- Listed frequently in responses to questionnaire.
- Seven levels available: D for grades 4-6, E for grades 7-9, F for grades 10-12.
- Time for administering 60 minutes for two sessions.
- Three scores: speed and accuracy, comprehension, vocabulary.
- Test may be ordered in consumable workbook or in score-sheet form.

Nelson Reading Test, Revised (1962)

Publisher: Houghton Mifflin Company, 2 Park Street, Boston, MA 02107

- For group testing, grades 3-9.
- Time for administering–30 minutes.
- Two forms, A and B.
- Abilities measured: vocabulary, reading comprehension: grasp general meaning, remembering details, predicting outcomes.

Wide Range Achievement Test (WRAT)

Publisher: The Psychological Corporation, 304 East 45th Street, New York, NY 10017

- Individual test.
- Grades K-12–2 levels.
- 20-40 minutes to administer.
- Best used only as an initial screening instrument in order to determine gross placement for further testing.

2. Diagnostic Tests

Doren Diagnostic Reading Test of Word Recognition Skills

Publisher: Educational Test Bureau, 720 Washington Ave. SE, Minneapolis, MN 55414

- Group or individual test.
- Eleven subtests with 390 items.
- For grades 1-6 and up for diagnostic purposes.
- Untimed, approximately three hours.
- Does not diagnose comprehension difficulties.

Gray Oral Reading Tests, Revised Edition (1963)

Publisher: Bobbs-Merrill Company, Inc., 4300 West 62nd Street, Indianapolis, IN 46206 (Public School Publishing Company, C. A. Gregory).

- Individual testing, grades 1-12 and adults.
- Time: varies.
- Four forms: A, B, C, D. Each form consists of three passages, four comprehension questions on the literal level, and tally column for pronunciation errors.
- Purpose: Assessment of oral reading skills and diagnosis of reading difficulties.

Handbook In Diagnostic Teaching by Phillip H. Mann and Patricia Suiter.

Publisher: Allyn & Bacon, Longwood Division, 470 Atlantic Ave., Boston, MA 02210

- Individual test.
- This handbook contains many sections related to diagnostic teaching. One section is an informal reading inventory comprised of original stories using Spach formula (grade 1-3) and Dale-Chall formula (grades 4-6).
- Also included is a work recognition section using the flash exposure process and an untimed test.
- Reading comprehension gives independent, instructional and frustration levels of the students.

Slosson Oral Reading Test (SORT) 1963

Publisher: Richard L. Slosson, Slosson Educational Publications, 140 Pine Street, East Aurora, NY 14052

- Administered on an individual basis.
- Based on the ability to pronounce words at different levels of difficulty.
- The reading level obtained represents median or standardized school achievement.
- It is recommended that this test be used at frequent intervals to measure a child's progress in reading.

- Takes about three minutes to given and score.
- A correlation of .96 was obtained with Gray's Standardized Oral Reading Paragraphs. With a test-retest interval of one week the reliability of .99 was established.
- Limited in use as it is a list of words.
- For grades 1-8 and high school.

Monroe-Sherman, Group Diagnostic Reading Aptitude & Achievement Test, by Marion Monroe and Eva Sherman.

Publisher: C. H. Nevin's Printing Co., 311 Bryn Mawr Island, Bradenton, FL 33050

- Test includes:

  Paragraph understanding—7 min.

  Reading speed—1 1/2 min.

  Word discrimination—2 min. each part

    Consonants

    Vowels

    Reversals

    Additions and omission

  Math

  Spelling—40 words

  Visual—audio—motor

  Vocabulary—teacher reads aloud several sentences and student picks one that is correct.
- For grades 3-9.
- Hand score—raw and grade level.
- Extremely easy and quick to administer and correct.

Silvaroli Classroom Reading Inventory

Publisher: (Nicholas J. Silvaroli), Wm. C. Brown Co., 135 South Locust Street, Dubuque, IA 52001

- A diagnostic test which attempts to detect a child's specific reading ability. (grades 2—10)
- Composed of two main parts: Part I—a graded word list and Part II—graded oral paragraphs. A graded spelling survey, Part III is also included. Part I and Part II are designed for use with an individual child. Part III may be used with the total class.
- Used for students who need further testing in reading.
- Takes about 12-15 minutes to give Part I and Part II.
- Gives information concerning the child's independent, instructional, frustration and hearing capacity reading level. The teacher can also assess specific word recognition and comprehension abilities.

Stanford Diagnostic Reading Test, 1968 edition. Level 2 (4.5 to 8.5)

Publisher: Harcourt-Brace and World, Inc., Test Division, 757 Third Avenue, New York, NY 10017

- Designed to diagnose individual reading difficulty of pupils and to group pupils according to their instructional needs.
- Comprehension ultimate goal; subordinate skills are vocabulary, word recognition and reading rate.

- Level 2 yields 8 scores: comprehension (literal, inferential, total) vocabulary, syllabication, sound discrimination, blending and rate.
- Examiners may wish to critically examine blending section before basing decisions on its results.

Sucher-Allred Reading Placement Inventory

Publisher: Economy Company, Individualized Instruction, Inc., P.O. Box 25308, 1901 North Walnut, Oklahoma City, OK 73125

- Identifies student's independent, instructional and frustrational levels of reading and the common errors made by a student in oral reading.
- Has a word recognition test which consists of 12 word tests ranging in difficulty from primer through ninth grade reading and an oral reading test made up of 12 selections with the same reading level span.
- Requires about 20 minutes to administer, varies from student to student.

Woodcock Reading Mastery Tests

Publisher: American Guidance Services, Inc., Publishers Building, Circle Pines, MN 55014

- Battery of five individually administered reading tests for use from kindergarten to grade 12. The five tests are Letter Identification, Word Identification, Word Attack, Word Comprehension and Passage Comprehension. Total reading score is obtained by combining performance on the five separate tests.
- Two forms available.
- Administration is 20 to 30 minutes.
- Raw scores, grade scores, age scores, percentile ranks and standard scores are provided. Separate norms available for boys and girls as well as total group norms.

WHAT CURRENT TEACHER RESOURCES ARE AVAILABLE?

"Books are the tools of the trade for teachers. As the artist uses the brush, or as the mechanic uses the wrench, so should the teacher use books. Books should be used in the classroom to help students understand the educational problems they face, but also teachers constantly need to refer to the literature in their fields to be current in both practice and content. Unfortunately, most research on the reading habits of teachers leads to disappointing conclusions to say the least. Research indicates that teachers are not avid readers; in fact most teachers appear to be occasional readers at best. Perhaps this observation shouldn't be too surprising when one is aware of the demands which are made on teachers above and beyond the classroom requirements. Committee functions, PTA meetings, coaching, music programs to organize, plays to produce, departmental meetings, etc., all draw from the time and energy the teacher should spend reading.

"Recognizing that teachers have limited time to spend reading, and also recognizing that most teachers are interested in keeping abreast of their field and their practice, the following annotated bibliography is offered as a chart to help them find their way through the myraid volumes of professional literature to the articles and books which seem most appropriate to the problem: Teaching Reading in the Content Areas."

Dr. Neil McDowell
Professor of Education
Southern Oregon College of Education

Journal of Reading Articles

The *Journal of Reading*, published by the International Reading Association, is composed entirely of articles of interest to secondary reading teachers. Some particularly relevant articles in recent issues follow:

Aaron, Richard L., Call, Laura L., and Sally Mizerski, *A Language Art Program for Disturbed Adolescents*. Volume 19, pp. 205-213, December 1975. Experimental studies indicate significant gains in vocabulary, comprehension and total reading scores when an individualized computer-managed learning program was used to teach behaviorally disordered, delinquent adolescents.

Alexander, C.F., *Strategies for Finding the Main Idea*. Volume 19, pp. 299-301, January 1976. A step-by-step plan for assisting students in finding the main idea.

Bormuth, John R, *Comparable Cloze and Multiple-Choice Comprehension Test Scores*. Volume 10, pp. 291-299, February 1967. Provides table of equivalent Cloze and multiple-choice test scores. This information can be used to evaluate a particular Cloze score in relation to what the subject most likely would have received on a multiple-choice test covering the same material.

Brown, S., ea. *They Learn to Read in Auto I: Honest!* Volume 19, pp. 33-35, October 1975. Describes a staff's effort to create a total reading program. No specific details about learning to read in Auto I.

Brunshel, M. Barbara, *Teaching Students How to Learn*. Volume 19, pp. 226-230, December 1975. A concerned guide indicated that students became more knowledgeable about the learning process and many told readers they were more motivated to learn.

Brunner, Robert (Editor), *Publishing Outlets for Student Writing*. Volume 19, pp. 472-474, March 1976. A list of magazines which publish student-written work and information on requirements and age or grade levels of contributors.

Burgett, R. L., *Increasing the Effectiveness of the Reading Specialist*. Volume 20, pp. 6-8, October 1976. Suggests the Reading Specialist's skills and techniques can be employed in assisting content area teachers in developing their instructional reading.

Burmeister, Lou E., *Vocabulary Development in Content Areas Through the Use of Morphemes*. Volume 19, pp. 281-287, March 1976. Discusses practical suggestions for teaching bound morphemes (prefixes, suffixes, and word roots), that have particular meaning in the various subjects.

Carney, E.J., and W. Lueptow, *Reading and Content in Technical-Vocational Education*. Volume 20, pp. 14-17, October 1976. Reports on a successful research study at a two-year technical-vocational college in which students received instruction in reading technical materials.

Chapman, C. A., *Teaching Comprehension to the Disabled Reader*. Volume 20, pp. 37-42, October 1976. A helpful, practical approach to the teaching and learning of reading comprehension skills for high school underachievers.

Chester, S. Jean, *Integrating the Teaching of Reading and Literature*. Volume 19, pp. 300-305, February 1976. Contains a number of excellent ideas, starting with criteria for teacher selection and specific activities for the classroom. Discussion, definition, spelling, listening, reading for meaning and critical reading.

Erken, Judith H., *The Effect of Content Area Material on Cloze Test Performance*. Volume 19, pp. 241-245, December 1975. Cloze reading inputs readability levels of content passages. Cloze procedure implies some passages are harder than others.

Cooke, Barbara L., and William H. Lange, *Needs, Materials, Curiosity: A Difficult Combination*. Volume 19, pp. 214-217, December 1975. Difficulties encountered and overcome in individualized instruction at preintermediate age levels.

Niensted, Serena. *Read + Write + Talk : Progress*. Volume 19, pp. 305-309, January 1977. An excellent article about the successful use of the Fernald Method with an 11th-grade remedial reading class.

Noland, Ronald G. and Lynda H. Craft. *Methods to Motivate the Reluctant Reader*. Volume 19, pp. 387-391, February 1976. Outlines fifteen approaches found successful for students (ages 7-16) reading at primer level or below.

Pyrczak, Fred and Jerome Axelrod. *Determining the Passage Dependence of Reading Comprehension Exercises: A Call for Replications*. Volume 19, pp. 279-283, January 1976. Test results on commercial reading comprehensive list items show that they are not passage dependent.

Quina, James and M. Jean Greenlaw. *Science Fiction as a Mode for Interdisciplinary Education*. Volume 19, pp. 104-111, November 1975. The interdisciplinary process approach to learning through the use of science fiction is explored. The ideas of developing cohesive outlooks in the existing and future world are presented.

Rosen, Ellen. *Readability Analysis of SRA Power Builders*. Volume 19, pp. 548-551, April 1976. Dale-Chall readability research findings on SRA power builders and improvement tips to the company are given.

Schulte, Emerita Schaefer. *Resources for Adolescent Literature: A Selected Bibliography*. Volume 19, pp. 117-120, November 1975. An annotated selected bibliography for teachers of adolescent literature.

Stauffer, Hilda, compiler. *New Materials on the Market*. Volume 18, pp. 395-404, February 1975; Volume 19, pp. 392-403, February 1976; Volume 20, pp. 404-421, February 1977. A list of new materials put out by publishers and producers of instructional materials in reading. No evaluation is given.

Vaughan, Joseph L., Jr. *Interpreting Readability Assessments*. Volume 19, pp. 635-639, May 1976. A comparison of SMOG, Fry and Dale-Chall readability formulas and interpretation precautions.

Wood, Phyllis Anderson. *Judging the Value of a Reading Program*. Volume 19, pp. 618-620, May 1976. A four-part guideline for evaluating the success of a reading program and the effectiveness of the reading teacher is given for on-the-spot observation—an alternative to statistical measurement.

Young, Edith M. and Leo V. Rodenborn. *Improving Communication Skills in Vocational Courses*. Volume 19, pp. 373-377, February 1976. An instructional design in identifying communication skills and techniques for improvement of these skills prior to task performance are described. These techniques will aid vocational teachers in personalizing instruction.

Other Journal Articles

Elza, Betty and Diane Owatt. *Turning to Individualized Instruction: Reading in the Round*. Journal of Reading, volume 19, pp. 125-129, November 1975. A program designed for the advanced reader to broaden reading experiences, develop critical reading skills and allow flexibility within the prescribed reading program.

Lampert, K. and E. Saunders. *Readers and Nonreaders*. *English Journal*. Volume 65, pp. 34-38, September 1976. Reports action research which a school could replicate for determining attitudes and values toward reading of readers, unskilled nonreaders and skilled nonreaders. Suggestions for a curriculum which would support the findings.

Pietras, T. *Teaching High School Literature: A Reading Skills Approach*. *English Journal*. Volume 65, pp. 44-47, September 1976. Adaptation of the directed reading lesson for any level of literature materials.

Books, Handbooks and Monographs

Aukerman, Robert C. *Reading in the Secondary School Classroom.* New York: McGraw-Hill, Inc., 1972, 344 pp. This book provides a readability procedure that determines high medium and low readability of textbooks based upon difficult words found in each subject area. Useful study techniques and approaches for each content area are provided for teachers. Seven pages of annotated reading selections are included in the last chapter. This book should be on the teacher resource shelf in your school library.

Berger, Allen and James Peebles, compilers. *Rates of Comprehension: An Annotated Bibliography.* International Reading Association, Newark, Delaware, 1976. This booklet somewhat reflects a trend in reading research. During the 1930's and 1940's there was significant interest in reading rate as a topic for research, that interest was maintained through the 1950's, but as the 1960's emerged interest in reading rate waned. As a result, most of the research cited in this bibliography occurred prior to 1970. There are only 30 studies in this booklet which were completed since 1970, and only four as recent as 1975. For the individual interested in rate of comprehension as a topic, this booklet is useful, but one must be aware that current writing in the field is almost nonexistent.

Blanton, William, Roger Farr, and J. Jaap Tuinman, editors. *Reading Tests for the Secondary Grades: A Review and Evaluation.* International Reading Association, Newark, Delaware. 1972, 55 pp. An excellent reference for classroom teachers and other personnel who must evaluate and select the appropriate reading achievement test for use in a specific classroom. The authors have reviewed several of the most commonly used reading achievement tests currently available for use with high school students and have evaluated these instruments as to both their content and statistical characteristics. This guide should cut down valuable teacher time spent looking over tests.

Duffy, G. F. (Ed.). *Reading in the Middle School.* International Reading Association, Newark, Delaware. 1974, 212 pp. A pragmatic handbook for the reading teacher or content area teachers in the middle school. The book focuses on the characteristics of the middle school children, organizational problems, content and instructional strategies, and the future of middle school reading.

Earle, Richard A. *Teaching Reading and Mathematics.* International Reading Association, Newark, Delaware. 1977, 95 pp. This monograph is an invaluable resource for mathematics teachers. It was written with the classroom teacher in mind. The author states his primary goal is to present a practical and usable teaching guide. He succeeds! The first two chapters discuss content objectives and process, establishing priorities and, subsequently, setting up a working classroom model of mathematical reading instruction. The next seven chapters are chock-full of puzzles, study guides, word problems, and varied exercises. A Cloze procedure is included in the last chapter along with a perception test and IRI chart. An added plus is an appendix which includes directions for constructing a hand tachistoscope, a list of the 473 most frequently used math words and a bibliography of high-interest materials for K-12 classrooms. This section is worth the publication alone. Jackpot!

Educational Programs That Work U.S.O.E. Far West Laboratory for Educational Research and Development, San Francisco, Fall 1976. This publication lists 65 programs under the heading Reading/Language Arts/Math, which have been subjected to close scrutiny of the Joint Dissemination Review Panel within the Educational Division of the Department of Health, Education and Welfare and have been approved for national dissemination. The programs, for the most part, have been developed by local school districts and offer an array of ideas and some potential solutions to meet the needs and interests of communities far from the original project sites.

Each program is described following a similar format. Elements of the program description are:

- Description
- Materials used
- Services available
- Descriptors
- Target audience
- Financial requirements
- Program evaluation
- Contact person

Fay, Leo and Lee Ann Jared. *Reading in the Content Fields.* International Reading Association, Newark, Delaware. 1975. 19 pp. This bibliography generally encompasses elementary through high school subject areas over a ten-year span. It could be used as a general starting point for information in the following areas:

General reading
Research studies and reports
Critical reading and thinking skills
Study skills
Readability of texts
Social studies
Language arts and literature
Mathematics
Science

Gilliland, John. *Readability.* University of London Press, Ltd., London, England. 1972. 128 pp. This monograph deals with everything you wanted to know about readability but were afraid to ask. After providing us with general background information the author deals with readers and what interests and motivates them. Books and their visibility of print, sounds and letters, spoken words and printed words, sentences and readability, and beyond the sentence are all topics covered. Several methods of readability currently in use and specific examples are described and discussed. Included is a useful annotated bibliography and a reference section for teachers who want to delve deeper into the subject.

Hill, Walter and Norma Bartin, compilers. *Reading Programs in Secondary Schools.* International Reading Association, Newark, Delaware. 1971. 15 pp. This annotated bibliography is in four parts: Setting and Issues, Status and Evaluations, Administration and Organization and Bibliographies and Reviews. The annotations are lengthy and give the reader an excellent survey of the literature cited.

Robinson, Alan H. and Ellen Lamar Thomas. *Fusing Reading Skills and Content.* International Reading Association, Newark, Delaware. 1969. 225 pp. If you want to know what other high schools around the country are up to in teaching content reading, this publication is it! This collection of papers presented at the 1969 International Reading Association Convention in Kansas City focuses on the fusion of reading skills with the content of each discipline. You'll find in the appendix *99 Sports Books for Reluctant Readers,* compiled by a coach.

Robinson, Richard D., compiler. *An Introduction to the Cloze Procedure.* International Reading Association, Newark, Delaware. 1972. 12 pp. This annotated bibliography was compiled to provide a reference on the Cloze procedure that will be useful to both the practitioner and the researcher. It is arranged into four categories: general references, methodology of Cloze construction, use of Cloze as a measure of readability and use of Cloze as teaching strategy.

Seels, Barbara and Edgar Dale, compilers. *Readability and Reading.* International Reading Association, Newark, Delaware. 1971. 20 pp. A selected annotated bibliography on ten different areas of readability and reading.

Smith, B. *Teachers, Tangibles, Techniques: Comprehension of Content in Reading.* International Reading Association, Newark, Delaware. 1975. 167 pp. Research reports, some in-service descriptions, general overview of teaching comprehension (not particularly geared to reading teachers or content area teachers).

Thelen, Judith. *Improving Reading in Science.* International Reading Association, Newark, Delaware, 1976. This booklet should be extremely beneficial to the science teacher who takes seriously the task of teaching reading along with the science curriculum. The author provides first a theoretical basis for teaching reading and then a series of practical examples which demonstrate that the reading-learning process can be taught simultaneously with the science curriculum. An excellent resource!

Publications Available or on Loan From Oregon Department of Education

A Guide to Publisher's Reading Materials. Lincoln, Nebraska: Nebraska Department of Education, September 1976, 29 pp.

A Mini-Guide to Reading in the Content Areas. Montgomery, Alabama: Alabama State Department of Education, 1976, 19 pp. (mimeo).

Angelis, Nancy and others. *So You Want to Start a Reading Skills Center for Secondary Students?* Curriculum and Instruction Division of the Superintendent of Public Instruction, Olympia, Washington: Washington Department of Education, 1975, 144 pp.

Briefs for 1974 Language Art Adoption. Oregon State Textbook Commission: Salem, Oregon: Oregon Department of Education, 4 pp. (mimeo).

Burrett, R. *Reading Comprehension in the Content Fields.* Madison, Wisconsin: Wisconsin Department of Public Instruction, 1976, 36 pp.

Framework in Reading for the Elementary and Secondary Schools in California. Sacramento, California: California State Department of Education, 1973, 76 pp.

Improving Reading–Study Skills in Mathematics. Concord, New Hampshire: New Hampshire State Department of Education, 1972, 27 pp.

Improving Reading–Study Skills in Mathematics Classes. The State Education Department Bureau of Secondary Curriculum Development. Albany, New York: The University of the State of New York, 1968, 20 pp.

Petty, Shirley, Dagg Forbes and Jim Duncan. *Content Reading In-Service Package: Building Administrators' Package.* Juneau, Alaska: Alaska Department of Education, 1975, 66 pp.

Physical Education and Reading: A Winning Team. Tallahassee, Florida: Florida Department of Education, 1975, 35 pp.

Reading Effectiveness Program/Middle, Junior and Secondary School Guide. Indianapolis, Indiana: Indiana Department of Public Instruction, 1975, 279 pp.

Reluctant to Read? Try These! High Interest–Low Vocabulary Materials. Lincoln, Nebraska: Nebraska Department of Education, January 1977, 36 pp.

Secondary In-Service Program on the Teaching of Reading. Baltimore, Maryland: Maryland State Department of Education, 1975, 24 pp. (mimeo).

Social Studies and Reading. Tallahassee, Florida: Florida Department of Education, 50 pp.

State Adopted Textbooks for Oregon Schools. Circular No. 3 of State-Adopted Textbooks for Oregon Schools in the Subject Areas of Language Arts, 1975-81. Salem, Oregon: Oregon Department of Education. 1974, 92 pp. (mimeo)

Teaching Reading in South Carolina Secondary Schools. Curriculum Planning Guide of the State Superintendent of Education in South Carolina. Columbia, South Carolina: South Carolina State Department of Education. 1969, 132 pp.

West, G. B. ***Teaching Reading Skills in Content Areas: A Practical Guide to the Construction of Student Exercises.*** Orlando, Florida: Sandpiper Press, Inc. 1974, 161 pp.

HOW CAN YOU INVOLVE ALL TEACHERS IN READING INSTRUCTION?

All teachers have a stake in the reading abilities of the students in their classrooms. They cannot be effective in teaching their subjects if the students cannot read the assigned materials. Often it is necessary to present this fact to subject area teachers as a first step in getting their commitment to the reading program. After this commitment is obtained, then the teachers usually want assistance on how to teach specific reading and study skills that their subjects demand.

An in-service for content area teachers will often include the following major topics:

- Why content area teachers should be involved in reading instruction.
- How to select and obtain materials appropriate to students' reading levels.
- How to identify and teach reading skills needed in particular subject areas.
- How lessons involving reading can be taught most effectively.
- How to influence student attitudes toward reading.

Several suggestions, information items, and ideas that can be used in in-service on the five categories follow:

Why Content Area Teachers Should Be Involved in Reading Instruction

1. A teacher attitude inventory is often useful in drawing attention to reading in the content areas and will provide the person in charge of the in-service with some areas needing more emphasis. These inventories can pinpoint the teachers' views of the role of reading in a secondary program by teachers ranking whether they strongly agree, agree, undecided, disagree or strongly disagree with such statements as:
   a. The teaching of reading to secondary students is the responsibility of a reading teacher.
   b. Only remedial reading should be taught in secondary and it should be done in remedial reading classes.
   c. Teaching reading is a technical process that most secondary teachers know little about.
   d. Students should not be permitted to leave elementary school unless they are able to read adequately to succeed in secondary school.
   e. Content area teachers are better able to teach some reading skills than special reading teachers.
   f. The English teacher should do most of the teaching of reading.

2. A self-assessment by content area teachers can provide a basis for specific types of reading instructional techniques needed by the staff. Teachers can rate themselves on such statements as:
   a. I am able to make the purposes for reading assignments meaningful and clear to the students.
   b. I am able to teach students how to use the graphic aids in their textbooks.
   c. I know how to select and effectively introduce the new or unusual vocabulary in the reading assignment and know how to teach affixes, root words, and syllabication.
   d. I know how to determine the reading difficulty of the materials I assign.
   e. I know how to ask questions that encourage more effective reading of assignments.
   f. I have many motivational techniques to encourage students to want to read.
   g. I know how to obtain a variety of instructional materials.
   h. I can teach my students how to take notes effectively.
   i. I know how to make a study guide.
   j. I know how to teach students different study methods.
   k. I know how to help students examine the textbook in terms of study helps, authors' style, etc.
   l. I can help students find main ideas, paraphrase an idea and sort out irrelevant information.

How Do You Select and Obtain Instructional Material Appropriate to Students' Reading Levels?

How to Identify and Teach Reading Skills Needed in Particular Subject Areas

f. Reading for main idea.

g. Use of context clues in understanding meaning of a word.

2. Some skills are particularly pertinent to a particular subject.

a. Understanding specialized or technical vocabulary.

b. Following specific directions.

c. Mathematical calculations.

d. Graph or map diagram reading.

e. Skimming or scanning for one particular idea or concept of the overall theme.

f. Understanding figurative language.

g. Distinguishing fact from opinion

h. Recognizing signal words in sentences and paragraphs.

3. A reading specialist should work with the teachers in each subject area to develop activities for assessing the skills needed for success in that particular content. Aukerman (1972) provides some suggestions for social studies, English, mathematics, business education, industrial arts, vocational and home economics classrooms. Robinson and Thomas (1971) include chapters written by home economics, French, typing, mathematics, physical education, art, social studies, music, English and biology teachers and a librarian.

After the skills for each subject are identified, the content area teachers should be provided sample tests to check whether the students are deficient in any of these skills. Assistance can then be given in these skills as a regular part of the daily lessons.

How Lessons Involving Reading Can Be Taught Most Effectively

1. Know the instructional objective of the assignment.

2. Set purposes with the students for reading the assignment prior to assigning it. Let the students know exactly what they will be expected to learn from the reading and how it will help them in their reading.

3. Introduce any new or unusual vocabulary that will be found in the lesson. Word structure, meanings of prefixes, suffixes or root words, syllabication all can be a part of this phase.

4. Discuss the appropriate reading skills or techniques that this reading will require. Providing a study guide that indicates, paragraph by paragraph, page by page, or chapter by chapter, what to note carefully, what to skim or even to skip is extremely helpful. Provide direct instruction on such things as how to find cue words which signal sequence, how best to read a math story problem or how to analyze author's intentions if these skills are needed to understand the assignment.

5. Assign the silent reading. These assignments should be in materials of appropriate readability. It is possible to have students reading about a particular topic in different materials. This allows for more depth to a lesson and provides for individual differences.

6. Discuss orally the information gained utilizing the questions used in setting the purpose for reading and in the study guide.

7. Follow-up with any enrichment activities, films, needed drills.

8. Evaluate the lesson in terms of the instructional objective and the purposes set with the students.

Still another type of inventory that can prove particularly enlightening to content area teachers is to ask such questions as:

- How much do you enjoy the reading material in this class?

  _____ I enjoy it.

  _____ More than I used to.

  _____ It's OK.

  _____ I hate it.

- The textbook for this class is

  _____ Extremely different to read.

  _____ Hard to read.

  _____ Just right.

  _____ Too easy to read.

  _____ Interesting.

  _____ Not interesting.

- Instructions for reading the assignments were:

  _____ Clear, helped me to study.

  _____ Needed to be more specific.

  _____ Were somewhat helpful.

  _____ Were not helpful.

How to Influence Student Attitudes Toward Reading

1. Find out what student attitudes actually are. Attitude inventories can be given to students. These can take various forms. Statements such as the following can be responded to under columns marked Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree.

   Reading is dull.

   Books make good presents.

   Reading turns me on.

   Reading is more enjoyable than TV.

   Reading is only for getting good grades.

   Reading is something I can do without.

   Books are too hard.

   Assignments are boring.

READING IN THE SECONDARY SCHOOL

The information and concerns conveyed by readers in response to our questionnaires is to this publication possible. It will periodically be revised, to make it as effective as we can be. Please take a few minutes for you and information about content, style, format, and anything else you think would help us in our revision.

PLEASE RESPOND! Write your answers in the spaces provided on this questionnaire. Simply fold the form and mail it back to us. We want to hear from you!

Did you read this publication?

_____ Completely
_____ More than half
_____ Less than half
_____ Just skimmed

Does this publication fulfill its purpose as stated in the foreword and introduction?

_____ Completely
_____ Partly
_____ Not at all

Did you find this publication useful in your work?

_____ Often
_____ Sometimes
_____ Seldom
_____ Never

Which section is most valuable?

Suggest one way in which this publication might be improved.

Reading Process

Materials

Student Progress

Other

Concerns not addressed

Did you find the content *clear* and *accurate*?

_____ Always, yes
_____ In general, yes
_____ In general, no
_____ Always, no
_____ Other

Was the format convenient?

_____ Very easy to use
_____ Fairly easy
_____ Fairly difficult
_____ Very difficult
_____ Other

Would you recommend this publication to a colleague?

_____ Yes, without reservations
_____ Yes, with reservations
_____ No
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For further information, please contact the Right to Read Office, Oregon Department of Education, 942 Lancaster Drive NE, Salem, Oregon 97310. Telephone: 378-8233